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ABSTRACT

The Gloria Floyd Academic Excellence Program (AEP) was designed as a school-based enrichment program for average and above-average students in grades one through six. The evaluation of this program involved discussions with the school administrator and program teacher, as well as a questionnaire-survey of AEP students, their parents, and regular classroom teachers. The majority of program students indicated that what was taught was important, that the instructional activities were enjoyable, and that they would like to spend more time in the program. From the students' perspective, participation in the AEP did not appear to occur at the expense of their "regular" classes in terms of keeping up with regular class assignments or negatively impacting grades. Positive impact was reported in terms of student interest in school. Most regular classroom teachers felt that they had received adequate communication regarding the AEP and that program design and procedures were appropriate and sufficiently non-intrusive with respect to the operation of their "regular" educational programming. A substantial percentage of responding parents felt that the amount of time students spent in the program should be increased. Parents were overwhelmingly supportive of the program design and procedures; however, a significant proportion felt that they would like more feedback regarding their children's progress. (BW)

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DADE COUNTY PUBLIC SCHOOLS

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AN EVALUATIVE OVERVIEW OF THE GLORIA FLOYD COMMUNITY SCHOOL ACADEMIC EXCELLENCE PROGRAM

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AUGUST 1983

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Dade County Public Schools
Miami, Florida

AN EVALUATIVE OVERVIEW OF THE GLORIA FLOYD COMMUNITY SCHOOL ACADEMIC EXCELLENCE PROGRAM

Office of Educational Accountability
August 1983

Executive Summary

The Gloria Floyd Academic Excellence Program (AEP) was designed as a school-based enrichment program for average and above-average students in grades one through six. The goals of the program included assisting each student in developing to his/her maximum potential in academic attainment and leadership. The program was initiated in the Fall of 1982, with one teacher and 84 students (grades 2-6) attending the AEP lab twice a week for periods ranging from 1.25 to 1.75 hours depending on their grade level. In the spring of 1983, additional students were added to bring total program enrollment to 129 students. Activities involved both the development of skills (such as mathematics, creative writing and oral expression) as well as the use of these basic competencies in real-world applications via instructional units such as Architecture, Economics and Ecology.

The evaluation of this program, a cooperative effort between Gloria Floyd and the Office of Educational Accountability (OEA), involved discussions with the school administrator and program teacher, as well as a questionnaire-survey of AEP students, their parents, and regular classroom teachers. Because elementary-level Stanford Achievement Test data will not be available until the early fall of this year, the impact of this program on student achievement was not assessed.

The majority of program students gave "high marks" to most features of the program; indicating that what was taught was important, that the instructional activities were enjoyable, and that they would like to spend more time in the program. From the students' perspective, participation in the AEP did not appear to occur at the expense of their "regular" classes in terms of keeping up with regular class assignments or negatively impacting grades. Positive impact was reported in terms of student interest in school. Virtually all program students indicated that they liked school better this year (the first year of AEP operation) and wanted to be in the AEP next year.

Most regular classroom teachers felt that they had received adequate communication regarding the AEP and that program design and procedures were appropriate and sufficiently non-intrusive with respect to the operation of their "regular" educational programming. Areas specifically endorsed were the amount of time students spend in the program, the scheduling of program students, the method of selecting students for the program, the ability of program students to keep up with assigned work, and the desirability of having the AEP in the school. The majority of teachers felt that the AEP had a positive effect on program students' performance in their classrooms.

Most parents of students enrolled in the AEP indicated that they had received adequate information regarding the program; however, a significant proportion (24%) felt that they would like more feedback regarding their children's progress. Parents were overwhelmingly supportive of the program design and procedures in terms of criteria for admission, the variety of instructional content offered, the amount of individualization relative to that received in the regular classroom, the extent to which their children

needed such a program to maximize their potential, and the school-based nature of the program. A substantial percentage (37%) of responding parents, however, felt that the amount of time students spent in the program should be increased--a criticism, but one with favorable connotations for the program itself.

In summary, students, teachers, and parents expressed generally positive attitudes toward the AEP and it is viewed as an integral part of the total school program. There is much support for the continuation of this program at Gloria Floyd Community School.

The following recommendations emerged from these generally favorable results:

1. Information regarding children's progress in the program should be more frequently provided to parents.

2. The maximum number of students that the program can serve should be established; appropriate eligibility criteria and withdrawal procedures should be established to ensure the maintenance of this upper limit. This recommendation is made in reaction to indications that the number of students enrolled toward the end of this school year strained the resources of the program and provided less than optimal student exposure to program instruction.

3. An analysis of Stanford Achievement Test scores should be performed for AEP students as soon as data become available.

Background

Description of the Project

During the 1981-82 school year an advisory committee comprised of several South Area elementary and junior high school principals developed guidelines for the implementation of elementary school academic excellence programs in the South Area. Guidelines were developed so that programs would directly affect and benefit many students in the school rather than the few that might attend a laboratory school, be geared toward the needs of the average and above-average students, and positively influence attitudes of parents whose children attend the school. Using the guidelines that had been established, an academic excellence program for Gloria Floyd Community School was developed and approved.

The Gloria Floyd Academic Excellence Program (AEP) was designed as a school-based enrichment program for average and above average students in grades one through six. The goals of the program included assisting each student in developing to his/her maximum potential in academic attainment and leadership. Participating students were to be exposed to a variety of enrichment activities and a stimulating curriculum designed to increase student motivation and participation.

Description of the Evaluation

The evaluation of the AEP was a cooperative effort between the principal and AEP teacher of Gloria Floyd Community School and the Office of Educational Accountability (OEA). Several meetings between OEA staff and personnel from Gloria Floyd were held to discuss the data to be collected, the content of the evaluation report and further assistance to be made available from OEA. As a result of these meetings, school personnel assumed responsiblity for developing survey instruments and collecting and tabulating data while OEA provided assistance in developing an evaluation plan and evaluation instruments and guidance in the summarization of data. Finally, OEA assumed responsibility for producing a brief evaluation summary incorporating the data provided.

Data for the evaluation summary were obtained by interviewing with school personnel associated with the project, reviewing documentation related to the project and administering questionnaires to students, regular classroom teachers and parents. Because elementary-level Stanford Achievement Test data will not be available until the early fall of 1983, the impact of this program on student achievement was not assessed. The results provided by an analysis of the data collected are presented in the following section. A description of the program's operation, (including comments by parents) is followed by summaries of responses made by program students, regular classroom teachers, and parents to the questionnaires

Results

Program Operation

During the time that the implementation plan for the AEP was being developed two informational meetings for parents were held. Parental reactions to the proposed program were very positive.

Parents of identified students were informed of their childs' eligibility for the program through a letter. The letter included the overall goals of the program and indicated that their child would be provided with a variety of enrichment activities and exposed to a stimulating curriculum. The parents were requested to sign and return a permission slip and were encouraged to contact school personnel if they had any questions regarding the program (See Appendix A).

Due to a delay in obtaining final approval for the project, instructional activities did not begin until October 25, 1982. At that time 84 students in grades two through six attended the AEP lab. Six groups of students each received AEP services two times per week. The length of instructional sessions were one hour and fifteen minutes for second and third grade students and one hour and forty-five minutes for students in fourth through sixth grades. During the last week of February, 1983 AEP services were initiated for additional second through sixth grade students who were eligible for services as a result of their April, 1982 Stanford Achievement Test scores. Following a decision to extend services to the first grade, AEP services were initiated for ten first grade students on March 14, 1983. After these additional student enrollments, the AEP lab provided services to 129 students in grades one through six and the number of groups attending the lab increased from six to ten. Because of these additional students, given fixed program resources, the amount of time students spent in the program had to be reduced. This reduction ranged from one to one and one-half hours per week depending on the grade level.

According to the teacher, this reduction in student exposure to the program did not appear to occur without cost. The program teacher recommended that consideration be given to optimizing both the length of time spent in individual program sessions and the total (weekly) period of program exposure. Perhaps this could occur through placing a reasonable ceiling on the number of students who were served by the program.

All student participants were exposed to skill development activities in order to develop basic competencies. Skill development activities included such things as math enrichment, creative writing, oral expression, listening skills, vocabulary development, computer programming, and tables and graphs. A more important part of the program was the application of these basic competencies to real world situations through instructional units. Examples of the types of instructional activities/units are included in Appendix B along with the grade level of the students at which these activities/ units were directed.

Parents were provided with written progress reports at the completion of the second, third, and fourth grading periods. Each child was rated by the AEP teacher as outstanding, good, or needing improvement on various factors within the general areas of attitude, planning, achievement, and critical thinking (See Appendix C).

At the request of the school's PTA executive board, a meeting was held for the parents of AEP students on May 19, 1983. At this meeting the principal provided a general overview of the program and the program teacher spoke about the curriculum and the specific types of instructional activities that took place in the program.

Responses to Student Questionnaire

Students participating in the program were provided with a questionnaire to assess their understanding of the program and their perceptions regarding the program's design, effects, and integration with the school's regular education program. Questionnaires were completed by 90% of the student participants. The first part of the questionnaire contained 17 statements to which respondents indicated the extent of their agreement on a five point scale. Student responses to this section of the questionnaire are presented in Table I. For clarity of presentation, items are grouped under four headings describing various program dimensions. Percentages of students responding to each of the five response options is provided for each item.

Understanding/Communication. The one item included under this heading provided an indication of the extent to which student participants understood how they were selected for the AEP. The vast majority of respondents (84%-those who "agreed" or "strongly agreed") indicated that they understood how they were selected while only 2% indicated that they did not.

Program design and procedures. All three items included in the cluster received "program-favorable" ratings, with at least 85% of the students indicating that what they learned in the AEP was important, that they liked the instructional activities and that they would like to spend more time in the program.

Program effects. Six items were included in the questionnaire to enable students to indicate their perceptions as to the effect of the program on their regular classes, their relationship with other students and siblings, and their attitude toward school. Ninety percent of the students indicated that their grades in their regular classes had not dropped since entering the AEP and 65% felt that being in the AEP actually helped them in their regular classes. Most students (almost 70%) neither agreed nor disagreed that they were treated better by other students or their siblings since entering the AEP. However, 88% of the students reported that they liked school better and 92% indicated that they wanted to be in the program next year.

Academic excellence/regular program integration. Seven items in the questionnaire dealt with the integration of the AEP and regular education programs. Five of the seven items addressed the issue of students making up work that they miss in their regular classes. More than half of the students (52%) felt that it was reasonable for regular classroom teachers to expect AEP students to make up the work that they miss as a result of their participation in the A.E.P.; however, 31% felt that this was not reasonable. A relatively small percentage of students indicated that it was actually difficult to find out (or to make up) what had been missed in the regular classes (13% and 9% respectively). The majority of the students (64%) disagreed that it was more difficult to keep up with their schoolwork now that they were in the AEP and an even greater number disagreed (74%) that they were unable to complete all the work required in both the AEP and regular classes.

The second part of the questionnaire allowed students to make written comments about the AEP. Virtually all of the comments made (102 out of 103)

TABLE I
Student Responses
N = 115

	Percent responding to each choice				
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Understanding/Communication					
I understand how I was selected for the Academic Excellence Program.	42	42	15	1	1
Program Design and Procedures					
What I learn in the A.E.P. class is important.	57	28	14	1	1
The A.E.P. offers many activities that I like.	61	25	11	3	0
I wish I could spend more time in the A.E.P.	75	14	8	2	2
Program Effects					
Being in the A.E.P. helps me in the regular classes.	31	34	28	3	3
My grades have dropped in my regular classes since I entered the A.E.P.	0	0	10	23	67
Students not in A.E.P. treat me better since I entered the A.E.P.	7	10	68	7	9
My brothers and sisters treat me better since I entered the A.E.P.	5	11	69	3	12
I like school better now that I am in the A.E.P.	64	24	11	1	1
I hope there will be an A.E.P. next year.	83	9	7	1	0
AEP/Regular Program Integration					
I like my A.E.P. better than my regular classes.	59	16	21	3	1
I regret missing important parts of the regular program because of the A.E.P.	2	10	36	18	35
I feel that it is reasonable for my regular classroom teachers to expect me to make up the work that I missed while attending my A.E.P. class.	30	22	18	10	21
I have difficulty finding out what I missed in my regular classes while I was attending the A.E.P.	6	7	22	26	39
I have difficulty making up what I missed in the regular classes.	3	6	24	24	42
I find it more difficult to keep up with my schoolwork now that I am in A.E.P.	2	9	26	30	34
I am not able to complete all the work that is required of me in both the A.E.P. and the regular classes.	2	3	20	30	44

Note: Row percent scores may not total 100 percent due to rounding error.

were positive statements about the program. The three most frequent student comments made indicated: (1) that the students like participating in the program, (2) a desire to participate in the program during the next school year, and (3) a need for increased time in the program.

Responses to Regular Classroom Teacher Questionnaire

All regular classroom teachers at the project school were provided with a teacher questionnaire. Twenty-one of the twenty-five teachers (84%) completed and returned the questionnaire. A major part of the questionnaire included 14 statements about the AEP to which the teachers indicated the extent of their agreement or disagreement by responding using a five point scale. The results of this portion of the questionnnaire are presented in Table II. For each item, the percentage of teachers responding to each of the five alteratives is included. For clarity of presentation, items are grouped under four headings describing various program dimensions.

Understanding/communication. Two items were included in this cluster to assess the extent to which classroom teachers felt that the objectives and operation of the AEP had been satisfactorily explained. For both statements 81% of the teachers agreed or strongly agreed that they had been provided with satisfactory explanations.

Program design and procedures. A total of seven items comprised this cluster. All aspects of the program were favorably evaluated by a majority of the responding teachers. All respondents agreed that having an AEP in the school was desirable and 95% felt that program students were not spending too much time in the program. Virtually all (90%) agreed that the method used to schedule students into the AEP created a minimal amount of confusion in the "regular" classrooms. Finally, lesser, but still substantial percentages of respondents felt that every school should have an AEP (86%), that the program offered students a unique instructional experience (81%), and that the method used to select students for the program was acceptable (70%). It should be noted that only 5% indicated that the selection method was unacceptable--a very substantial percentage (25%) indicating neither agreement nor disagreement to this statement.

Program effects. Only one statement was included to assess the effect of the AEP. Seventy-two percent of the teachers felt that the AEP had a positive effect on the student's performance in the regular classroom while only 5 percent disagreed with this statement.

Academic excellence/regular program integration. Four items in the questionnaire dealt with the integration of the AEP and regular programs. Virtually all or all respondents felt that they had sufficient contact with the AEP teacher (95%), that the AEP students are able to keep up with the lessons in their regular classes (96%) and that students should be expected to master all skills presented in the regular classes (100%). Sixty-two percent of the teachers indicated that students should be expected to do all the assignments they miss while attending the AEP.

Another part of the regular classroom teacher questionnaire asked teachers to respond to a number of questions regarding several program elements and to provide additional comments about the program. Two questions were in-

TABLE II

Regular Classroom Teacher Responses

N = 21

	Percent responding to each choice				
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Understanding/Communication					
The objectives of the A.E.P. were explained satisfactorily.	10	71	5	14	0
The operation of the A.E.P. was explained satisfactorily.	19	62	10	10	0
Program Design and Procedures					
The method used to choose students for the A.E.P. is acceptable.	15	55	25	5	0
The method used to schedule students into the A.E.P creates a minimal amount of confusion in my classroom.	50	40	10	0	0
The A.E.P. offers students educational experiences not generally found in the regular school program.	48	33	19	0	0
My students spend too much time in the A.E.P.	0	0	5	57	38
My students spend too little time in the A.E.P.	10	0	43	43	5
Having an A.E.P. in the school building is desirable.	76	24	0	0	0
Almost every school should have an A.E.P.	57	29	5	5	5
Program Effects					
Participation in the A.E.P. seems to have a positive effect on a student's performance in the regular classroom.	24	48	24	5	0
AEP/Regular Program Integration					
The amount of contact I have with the A.E.P.'s teacher is sufficient.	33	62	0	5	0
Students should be expected to do all the assignments they miss while attending the A.E.P.	24	38	24	10	5
Students should be expected to master all skills presented in the regular classes.	67	33	0	0	0
My students in the A.E.P. are generally able to "keep up" with lessons in the regular classes.	29	67	5	0	0

Note: Row percent scores may not total 100 percent due to rounding error.

cluded to obtain teacher opinion about the ability of the selection procedures to identify appropriate student participants. One question asked teachers how many students in their class who are in the AEP should be taken out. All teachers responding to this question indicated that either zero or one student should be taken out. The most frequent response was that no students needed to be removed (14 out of 21 teachers so responding). The second question asked teachers to indicate the number of students in their class who were not in the AEP but who should have been been. The range of teacher responses to this question was zero to four students with an average of one and one-half students per teacher.

In response to a question about the effect of participation on the AEP students' relationship with their classmates 17 out of 21 respondents indicated that there was no effect. Eight of the twenty-one responding teachers provided comments regarding the AEP and 5 out of the 8 comments were positive statements about the program. The three remaining teachers felt that eligibility procedures and/or criteria should be changed. The use of teacher judgement and higher stanine scores were the suggested changes in eligibility procedures/ criteria.

Responses to Parent Questionnaire

All parents of students enrolled in the AEP were provided with questionnaires. Approximately 90% of the parents completed and returned the questionnaire. A major part of the parent quesionnaire contained statements about the program to which parents indicated their extent of agreement or disagreement by responding using a five point scale. The parent responses to this section of the questionnaire are presented in Table III. For each item the percentage of parents responding to each of the five alternatives is included. For clarity of presentation, items are grouped under four headings describing various program dimensions.

Understanding/communication. Four items on the questionaire concerned parents' understanding of the program, the availability of the program teacher for conferences, and the adequacy of feedback regarding the progress of students in the program. The majority of parents responded favorably to all four statements included in this cluster. Particularly favorable responses (over 90% agreement) were noted in terms of the parents' understanding of the concept of the AEP and their understanding of the criteria used to identify student participants. Almost one quarter (24%) of the respondents, however, did not feel that they had received sufficient feedback regarding their children's progress.

Program design and procedures. Nine items included in the questionnaire dealt with program design and instructional procedures. Overall, parents were supportive of the current program design and procedures. Almost all parents (95%) agreed with the criteria for admission to the program and felt that their children needed this type of supplemental programming in order to maximize their potential (96%). Parents strongly supported the school- based model (97%) and felt that the program should continue beyond the current school year (94%). The majority of parents also felt that their child was exposed to an adequate variety of subjects in the AEP (82%), that

TABLE III
Parent Responses
N = 114

	Percent responding to each choice				
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Understanding/Communication					
I understand the concept of the Academic Excellence Program.	52	42	3	2	1
I understand the criteria used to place my child in the A.E.P.	45	46	3	4	2
The A.E.P. teacher is readily available if a conference is requested.	36	47	14	1	1
There has been sufficient feedback as to the progress of my child in the A.E.P.	18	46	12	17	7
Program Design and Procedures					
The criteria for participation in the Academic Excellence Program are reasonable and fair.	41	54	5	0	0
The A.E.P.'s instructional facilities are adequate.	17	48	22	11	2
My child is exposed to an adequate variety of subjects in the A.E.P.	28	54	12	4	2
The amount of time my child spends in the A.E.P. is sufficient.	11	42	11	24	13
My child receives more individual attention in the A.E.P. than in the regular classroom.	31	43	19	6	1
I feel that a supplementary program (such as the A.E.P.) is needed to allow my child to maximize his/her potential.	76	20	4	0	0
Having the A.E.P. in the home school is beneficial (in lieu of transporting child to another site).	87	10	3	0	0
I feel that the A.E.P. should continue beyond the current school year.	82	12	3	3	1
The name Academic Excellence Program should be changed.	9	1	52	30	9
Program Effects					
My child has exhibited positive changes at home as a result of participation in the A.E.P.	29	33	30	6	1
My child performs better in his regular classes since entering the A.E.P.	21	28	37	10	4
My child enjoys being part of the A.E.P.	78	19	3	0	0
The A.E.P. adequately stimulates and motivates my child.	53	33	11	4	0
My child's enthusiasm to attend school has increased since his/her entry into the A.E.P.	38	28	25	7	2
My child's desire to gain more knowledge has increased since his/her entry into the A.E.P.	44	29	21	4	2
AEP/Regular Program Integration					
My child's regular classroom teachers support the A.E.P.	31	51	14	2	1
Cooperation between my child's regular classroom teachers and the A.E.P. teacher seems to be good.	37	51	12	0	0
Regular classroom teachers expect my child to make up work that was missed while he/she was attending the A.E.P.	31	59	6	3	0
My child should make up the work he/she missed in the regular classroom.	50	42	2	6	1
My child is able to keep up with lessons in his regular classes.	47	51	2	0	0

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their child received more individual attention in the AEP than in the regular classroom (74%), and that the instructional facilities were adequate (65%). Virtually no one thought that the name of the program should be changed.

One program feature that, in a relative sense, was perceived to require some change was the amount of time spent in the program (37% felt that it was not sufficient).

Program effects. Six items were grouped to assess perceptions of program effects. For all but one item the percentage of favorable responses was 62% or greater. The most favorable response (97%) was given to an item indicating that children enjoyed being in the program. A similarly high rate of agreement (86%) was given to a statement about the adequacy of stimulation and motivation the program provides for children.

For three items within this cluster the number of parents who provided a neutral response (neither agree nor disagree) was rather large. For these items the percentage of agreement was, however, considerably greater than the percentage of disagreement. Agreement to these three items implies children's exhibiting positive changes at home, increasing in enthusiasm to attend school and improving academic performance in regular classes.

Academic excellence/regular program integration. Two items included in this cluster dealt with parents' perceptions of the extent of school-staff cooperation and regular teacher support for the program. Three additional items within this cluster assessed the perceived ability of children to keep up with their regular class work and the expectation by regular classroom teachers and parents that AEP participants should make up the work that they miss in the regular classes as a result of attending the AEP. Program-favorable responses to all items within the cluster were given by at least 82% of the responding parents.

Conclusions and Recommendations

The majority of program students gave "high marks" to most features of the program; indicating that what was taught was important, that the instructional activities were enjoyable, and that they would like to spend more time in the program. From the students' perspective, participation in the AEP did not appear to occur at the expense of their "regular" classes in terms of keeping up with regular class assignments or negatively impacting grades. Positive impact was reported in terms of student interest in school. Virtually all program students indicated that they liked school better this year (the first year of AEP operation) and wanted to be in the AEP next year.

Most regular classroom teachers felt that they had received adequate communication regarding the AEP and that program design and procedures were appropriate and sufficiently non-intrusive with respect to the operation of their "regular" educational programming. Areas specifically endorsed were the amount of time students spend in the program, the scheduling of program students, the method of selecting students for the program, the ability of program students to keep up with assigned work, and the desirability of having the AEP in the school. The majority of teachers felt that the AEP had a positive effect on program students' performance in their classrooms.

Most parents of students enrolled in the AEP indicated that they had received adequate information regarding the program; however, a significant proportion (24%) felt that they would like more feedback regarding their children's progress. Parents were overwhelmingly supportive of the program design and procedures in terms of criteria for admission, the variety of instructional content offered, the amount of individualization relative to that received in the regular classroom, the extent to which their children needed such a program to maximize their potential, and the school-based nature of the program. A substantial percentage (37%) of responding parents, however, felt that the amount of time students spent in the program should be increased--a criticism, but one with favorable connotations for the program itself.

In summary, students, teachers, and parents expressed generally positive attitudes toward the AEP and it is viewed as an integral part of the total school program. There is much support for the continuation of this program at Gloria Floyd Community School.

The following recommendations emerged from these generally favorable results:

1. Information regarding children's progress in the program should be more frequently provided to parents.

2. The maximum number of students that the program can serve should be established; appropriate eligibility criteria and withdrawal procedures should be established to ensure the maintenance of this upper limit. This recommendation is made in reaction to indications that the number of students enrolled toward the end of this school year strained the resources of the program and provided less than optimal student exposure to program instruction.

3. An analysis of Stanford Achievement Test scores should be performed for AEP students as soon as data become available.

APPENDIX A

Gloria Floyd Community School

12650 S.W. 109 Ave.
Miami, Florida 33176
255-3934

CHRISTINA M. EVE
Principal

JACK SILBERMAN
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DR. LEONARD BRITTON
Superintendent of Schools

DR. CECILE ROUSSELL
South Area Superintendent

October 15, 1982

Dear Parents,

Congratulations! Your son/daughter _____ has met the criteria for participation in our Academic Excellence Program.

Commissioner of Education Ralph D. Turlington recently said, "The most meaningful indicator of educational excellence is high performance." Referring to standardized tests he said, "We need to get rid of the notion that the average score is what we're looking for. What we're really looking for is a program that will get our students individually wanting to be achievers."

The above statement embraces the philosophy of our Academic Excellence Program. The challenges provided by this program will assist your child in developing his/her maximum potential in academic attainment and leadership. It will provide your child with a variety of enrichment activities and a stimulating curriculum designed to increase motivation and participation.

Please call the school if you have any questions in regards to this class.

Sincerely,

Christina M. Eve

Christina M. Eve
Principal

Ms. Roberta Eisenberg
Teacher

GLORIA FLOYD COMMUNITY SCHOOL
12650 S.W. 109th Avenue
Miami, Florida 33176

February 22, 1983

I give my child _____

permission to take part in the Academic Excellence Program.

_____
Parent's Signature

APPENDIX B

Academic Excellence Program

Activities - 1982-1983

I. Math Enrichment Activities (All grades)

The mathematical activities were an extension of the basic skills program in the regular classroom. The problems required a great deal more than computational ability. The activities involved discovering patterns, experimentation with numbers and shapes to arrive at solutions, and making intelligent guesses. "The student is challenged to maintain an open mind, to be curious, to explore openly, and to think divergently." (From-Think About It! by Marcy Cook)

II. Creative Writing (All grades)

Creative writing was included as part of many of the units, but it was also an activity done by itself. Through this activity the children are encouraged to use their language in different ways so that they may develop the skills necessary to express themselves in a way that will be unique for each.

They wrote original poems including "Color Poetry" and "Concrete Poetry". The students had to recite poems. (See IX.)

III. Deductive Thinking Exercises (4th, 5th and 6th)

All activities in the program required thinking exercises, but the intermediate grades worked specifically on deductive thinking skills.

The students had to sort through related pieces of information by combining, relating, ordering, and eliminating these clues. Some clues were direct and some were indirect. They had to reach logical conclusions by using pure deductive reasoning.

IV. Analogies (6th)

Students worked on figural analogies in order to develop figural reasoning and visual discrimination skills and promote inductive reasoning.

They also did word analogies on an educational computer program.

V. Architecture Unit (6th)

The activities in this unit examined the ways in which animals and humans meet the fundamental need for shelter. It acquaints students with basic elements and principles of architecture and enables them to see how these elements and principles have been used and applied in shelters. At the same time it develops and applies higher-level thinking skills. The activities are categorized according to Bloom's taxonomy-knowledge, comprehension, application, analysis and evaluation (We had not finished this unit).

VI. Mythology Unit (5th)

The study of myths is a way of learning about the people long ago and about ourselves. They tell us what qualities we have admired, what forces we have worshipped, and what things we have feared.

The activities in this unit are categorized according to Bloom's taxonomy.

VII. Ecology Unit (3rd)

The activities for this unit were part of a computer program called "Elementary Biology". The particular program is "Odell Lake". It is a simulation that allows students to role play six different fish found in the lake. Through experimentation, they discover the relationships in the food web.

At the end of the program they understand the competition for food sources within a niche, gain knowledge of basic predator-prey relationships and understand ecological systems.

VIII. Tables and Graphs (all grades - in units)

The second graders were doing a unit on reading and interpreting graphs, charts, and tables. They were learning how to gather information and make their own tables and graphs.

IX. Oral Expression (All grades)

A) Quick thinkers - students had to respond orally to questions or complete a sentence. This gives them practice in coming up with an articulate and imaginative response.

B) Keep The Story Going - The teacher starts a story and a student has to continue it until he hears a bell. Then another student is called on to continue the story. This activity gives practice in ad-libbing and concentrating on what is being said. The student also has to think quickly and continue the story so it makes sense.

C) Pantomime - The gestures, facial expressions, and body movements bring out a person's innate ability to express him or herself. The students had to plan a mime and the rest of the group tried to figure out what the student was portraying.

D) Poetry Recitation - The students had to prepare a poem (not an original one) to recite. The group then discussed and offered suggestions as to how the recitation could be improved. The students practiced and later recited the same poem and we looked for improvements.

E) See XI, XII, and XIII.

X. Economics Unit (4th and 5th)

This unit involved using a computer program called "Market Place". There are four selling simulations with accompanying worksheets. The student is in the role of decision maker with a variety of choices to evaluate. Each silmulation teaches a different aspect of economics:

1) determining the best price,
2) the effect of advertising on sales and profit,
3) determining profit based on production and advertising costs, and
4) incorporating concepts of supply and demand.

XI. Holiday Program (6th)

The students did research on how holidays are celebrated around the world in December-January. Then they prepared a program for the rest of the school to see on closed circuit television.

XII. Abraham Lincoln Program (5th)

The fifth graders did a great deal of research on Abraham Lincoln. They organized the information into a presidential press conference with 1983 reporters interviewing President Lincoln.

XIII. Quiz Bowl (6th)

The sixth graders became experts on George Washington. Then they competed in a "College Bowl" type game to find out which team knew the most about Washington. One of the sixth graders was the moderator.

XIV. Propaganda (5th and 6th)

The students studied advertising techniques (e.g. Personal Endorsement. Appealing to the Consumer's Vanity, etc.). Then they analyzed ads on televisions and radio and in newspapers and magazines.

XV. Captain Power Energy Education Program (2nd and 3rd)

This program introduces primary children to basic concepts and understandings related to energy and helps them develop energy conservation skills to use and apply on a daily basis. The activities include listening exercises, oral expression exercises, creative writing, and many thinking exercises.

XVI. Governor's Energy Award (4th, 5th and 6th)

In order to earn the Governor's Energy Award a student has to complete nine projects and/or reports in seven areas: science (2), social studies (2), mathematics (1), English (1), art (1), library (1) and an optional category (1). The topics chosen in each area have to be okayed by the teacher.

Besides learning about energy and encouraging conservation practices, these projects led to practice in research skills, organizing data, interpreting graphs and tables, report writing, and creativity.

XVII. Thought Provokers Contest (4th, 5th and 6th)

Students had to look at a picture of a famous person, place, or event. From clues given, the students had to find out who the person, place, or event was and why it was famous.

XVIII. Computer (All grades)

The intermediate grades learned a little bit about programming. Following is a list of some of the educational diskettes used during the year:

1) The Market Place - See X.
2) Elementary Biology - See VII.
3) Cubbyholes - Math Program - Students have to draw boxes around digits in such a way that the sum of the digits in each enclosure equals the number below the grid.
4) Lookahead - A strategy game requiring students to plan ahead.
5) Mathematic-Tac-Toe - A math game that sharpens basic computational skills.
6) Metric and Problem Solving - A math program that provides drill and practice in the metric system, a game of logic, a game for teaching coordinate systems, directions and point location, and a game that works on factors of a number and prime numbers.
7) Wordmaker - A program for students to practice spelling and reading.
8) Dragon Games - program that reviews nouns, verbs, synonyms, antonyms, and contractions.

XIX. Paragraph Writing (All grades)
XX. Following Directions (All grades)
XXI. Listening Skills (All grades)

APPENDIX C

Comments

_____

_____

_____

_____

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_____

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_____

-22-

Parents Signature: _____

Second Nine Weeks _____

Third Nine Weeks _____

Fourth Nine weeks _____

Gloria Floyd Community School
12650 S.W. 109 Avenue
Miami, Florida 33176

ACADEMIC EXCELLENCE PROGRAM

1982-83

Name _____

Home Room Teacher _____

Grade _____

Mrs. Christina M. Eve, Principal

Miss Roberta Eisenberg, Teacher

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ACADEMIC EXCELLENCE PROGRAM EVALUATION

Name _____ Grade _____

ATTITUDE

	Scnd.	Third	Fourth
1. Toward Listening			
2. Toward Participating			
3. Toward Written Work			
4. Toward Group Work			

PLANNING

	Scnd.	Third	Fourth
1. Follows Directions			
2. Attention, Concentration, Work Effort and Wise Use of Time			
3. Works Independently			
4. Completes Activities and Work			

Nine weeks period

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ACHIEVEMENT

	Scnd.	Third	Fourth
1. Expresses Thoughts Clearly and Easily:			
a. Orally			
b. Written Work			
2. Is Creative in Expressing Ideas:			
a. Orally			
b. Written Work			
3. Displays evidence of extensive research, careful preparation, organization and comprehension of material examined			

CRITICAL THINKING

	Scnd.	Third	Fourth
1. Seeks Logical Answers			
2. Displays Curiosity			
3. Displays Extended Thinking in Ability to Discuss, Generalize, Hypothesize, Contrast and Compare			

Nine weeks period

EXPLANATION OF GRADING SYMBOLS:

O - Outstanding
G - Good
NI - Needs Improvement